

Florida International University
MMI Training Program
Training and Information Manual



Presented by:

**The Male Mentoring Initiative Training and Development committee
for Campus groups and events**

Male Mentoring Initiative Mentoring Program Training and Information Session

2016-2017 MMI PROGRAM GOALS AND EXPECTATIONS

Mission: The mission of the mentor's program is to provide support, safety, and guidance to our male students as they discover who they are. The mentors program is the nurturing process that will foster the growth and development of FIU's Minority Male community. The mentors program will provide an opportunity for Male students to meet confidentially with faculty, staff, mentees and mentors to discuss questions about academics, student development and/or personal problems in a nonjudgmental environment.

Program Goals:

- Create a positive image for male students.
- Have positive role models for male students enrolled at FIU.
- Help minority male students foster a feeling of belonging and acceptance.
- Provide a mechanism for retaining our male and at risk male students
- Offer a support system to male students both on and off campus.
- Help FIU students adjust to the university setting.
- Facilitating programs that align with the MMI outcome curriculum

Program Expectations:

- For Mentors (faculty and staff) are expected to attend our one-day Two-hour training of expectations, guidelines and protocol August 17, 2016
- Have a regularly scheduled Mentor/Mentee meeting (ie. bi-weekly)
- Attend two MMI educational program a semester (Both Campuses)
- Participate in the Ropes Course Activity (TBD)
- Mentors End of Year Social for Mentees (Students)
- Attend the end of the year Male Mentoring Recognition Ceremony (TBD)
- Mid semester and end of the semester review per semester.
- Participate in a FIU Service Day

Mentor's Program Code of Conduct

As a mentor for the FIU MMI Program you are a representative of this program and the Florida International University. You are expected to conduct yourself in a professional manner while representing the FIU Mentor's program Professional manner is understood to be respecting the dignity and rights of others, while avoiding any improprieties. This includes, but is not limited to:

1. Avoid engaging in a dating, or sexual relationship with a student while the mentor relationship exists, or within a year following the termination of the mentor/mentee relationship. 2. Use of abusive language to mentees, or other mentors. 3. Fulfilling Mentor's responsibilities while under the influence of alcohol or any illegal drug. 4. Utilizing the Mentorship Program to induce students to enter into a sexual relationship with you. 5. Respecting the mentor/mentee right to confidentiality. You may not disclose any personal information about the individual participating in the mentor's program, without their consents. THIS IS EXTREMELY IMPORTANT! Examples of such personal information include: name, address, telephone number, sexual orientation, etc.

Building a Good Mentoring Relationship:

1. Be an advocate and a role model. You are someone your mentee looks up to. How does it feel to be in that role?
2. Give your mentee voice and choice in deciding on activities. What are they comfortable with, what are they not comfortable with? What is your reaction to that?
3. Be positive.
4. Let your mentee have control over what the two of you talk about -- and how you talk about it. Be sensitive to the mentee's cues. Don't push for confidences or fire too many questions at your mentee.
5. Listen. "Just listening" is a critical form of emotional support.
6. Respect the trust your mentee places in you. Respond in ways that show you see your mentee's side of things. Give advice sparingly. Maintain confidentiality.
7. Remember that you are responsible for building the relationship. Take responsibility for making and maintaining contact. Be consistent and maintain regular contact.
8. Have fun together.

The Developing Relationship with your Mentee:

- Establish a warm, genuine and open relationship that encourages learning and sharing.
- Keep in frequent contact with each other with either taking the initiative. Don't always wait for the other person to call or make the contact.
- Establish realistic expectations for the relationship.
- Be a good listener. Show a genuine interest in what is being said.
- Encourage the asking of questions.
- As a mentor, do not be afraid to admit you do not know everything about the topic.
- Share your own experiences and insights – both positive and challenging.
- Build trust with respect, open communication, and support.
- Make regular phone calls and/or send regular e-mails.
- Try to be nonjudgmental and open.
- Discuss problems realistically and know that sometimes you have the same problems.
- Offer support. Be positive. Ask what is needed.
- Be accessible. Be willing to help in areas that feel more pressing.

- Be available, open, and honest. Be reliable, and follow through with activities.
- Both can benefit from the experience; the mentee from the knowledge and experience of the mentor, and the mentor from the enthusiasm of the mentee.
- Maintain a sense of humor!

Adapted from: https://studentaffairs.fiu.edu/get-involved/lgbtqa/helpful-links-and-resources/_assets/Student_MenteeApplication2015_16.pdf --Handbook on Mentoring

Listening Skills

“Nature gave human 2 ears, but only one mouth, which is a gentle reminder that one should listen more than one speaks.” Adapted from Keith Harris

3 Basic Listening Modes

“Most people don’t listen with the intent to understand. They listen with the intent to reply.”

Competitive or Combative Listening: Individual is more interested in promoting their own point of view than in understanding or exploring someone else's view.

Passive or Attentive Listening: Individual is genuinely interested in hearing and understanding the other person. They are attentive and passively listen. It is assuming that they heard and understand correctly, but stay passive and do not verify it.

Active or Reflective Listening: Individual is genuinely interested in understanding what the other person is thinking, feeling, wanting and what the message means. The individual is active in checking out our understanding before they respond with their own new message. Restating or paraphrasing their understanding of the message and reflect it back to the sender for verification.

Components of good listening: Active Listening; Receiving; Attending Understanding; Responding; Recalling

Types of Questions to ask:

Close-Ended Questions: Yes, no questions. Good for getting data. Difficult to get others to expand answers. Who, where, when?

Open-Ended Questions: Designed to encourage longer answers. Good for getting responses in their own words. How, what, why?

Establishing Two-Way Communication

One of the most important factors in mentoring is good communication. Talking and communicating are not the same. Communicating involves:

- Listening: for understanding, facts, and feelings. Create a positive, comfortable environment for listening. Listen until it is your turn to speak.

- Looking: making eye contact. Pay attention to the whole person. Is the speaker smiling, frowning or neither? Watch the speaker's body language. Show interest by leaning forward and moving closer with respect for personal space.
- Leveling: being genuine about what you are feeling and thinking. Use "I" statements when responding. Accept the speaker's feelings. Don't try to change the feelings or give advice without being asked. Maintaining confidentiality in this relationship is extremely important. Key to the relationship is a sense of trust. This relationship is to support your mentee through their developmental growth, not to evaluate. Maintain two-way communication throughout the mentoring year.

Qualities of Good Communication vs. Non-effective Communication

“Much listening is autobiographical—perceived and interpreted through the listener’s own experiences and beliefs, their own story.”

Good

Non-Effective

Stop Talking, Be patient, hold your temper , Put the other person at ease, Show the other person you want to listen, Remove distractions, Empathize with the person, Ask questions , Go easy on argument and criticism	Ordering, directing, Sarcasm, diverging, Warning, threatening, promising, lecturing, Moralizing, preaching, stereotyping, Judging, criticizing, disagreeing, Interrogating, probing, Should’s and Ought’s
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Minority Males Identity Development

Student Development in College Chickering’s Vectors (Chickering & Reisser 1993)

1. Developing competence
2. Managing emotions
3. Moving through autonomy toward interdependence
4. Developing mature interpersonal relationships
5. Establishing identity
6. Developing purpose developing integrity

Mentors/Mentees Do’s & Don’ts

- Do take the time to continue educating yourself about the issues sexual minorities face
- Do expect to make mistakes
- Do further develop the skills in communicating what you have learned
- Do promote the community and do outreach

- Don't talk down to mentee or mentors
- Don't impose your will on others

Key Issues Facing Minority Male Students Today

- Social injustices
- Feeling Segregated
- Support Networks
- Employment
- Poverty
- Broken homes
- Violence
- Police Brutality
- Prison System

“As long as any part of us is oppressed, we are totally oppressed.” (Evans and Wall, 1991).

Helpful Websites

Article on Mentoring Minorities and student Development

<http://search.proquest.com/docview/305230138>

Department of Multicultural program and services (MPAS)

<http://studentaffairs.fiu.edu/get-involved/multicultural-programs-and-services/programs/index.php>

National Mentoring Website

<http://www.mentoring.org/our-work/campaigns/national-mentoring-month/>

